



Devonshire House Preparatory School

SMSC Development Policy **(Spiritual, Moral, Social and Cultural Development)**

This policy is for the whole school including EYFS

Written by: Mr Henry Keighley Elstub	September 2022
This Policy is the responsibility of the Deputy Head Academic, Deputy Head Upper School and is annually reviewed.	
Reviewed:	July 2024
Next review:	July 2025

Since the 1988 Education Act it has been a statutory requirement that schools should encourage pupils' SMSC development. This has always been a high priority at Devonshire House.

The policy is written with due regard to:

"Improving the Spiritual, Moral, Social and Cultural (SMSC) Development of Pupils – Departmental advice for Independent schools and Academies/Free Schools November 2013"

And amendments to the Standard Sept 2014

It is to be read alongside the school's Prevent Policy and school Safeguarding Policy

To ensure the spiritual, moral, social and cultural development of pupils, the school:

Actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The School ensures that principles are promoted which:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence; Standard 5(b)(i).
- enable pupils to distinguish right from wrong and to respect the civil and criminal law; Standard 5(b)(ii).
- encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely; Standard 5(b) (iii).
- Enable pupils to acquire a broad general knowledge of public institutions and services in England Standard 5(b) (iv).
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures; Standard 5(b)(v).
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010 Standard 5(b)(vi).
- Encourage respect for democracy and support for participation in the democratic process; including respect for the basis on which the law is made and applied in England; Standard 5(b)(vii).
- Enable pupils to distinguish between right and wrong and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions.
- preclude the promotion of partisan political views in the teaching of any subject in the school; Standard 5(c)

School governance takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views— Standard 5(d).

1. while they are in attendance at the school;
2. while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school;
3. or in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere;

In addition the school aims to:

- lead pupils towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity
- enable pupils to gain insights into the origins and practices of their own cultures, and into those of the wider community
- take steps to ensure that pupils appreciate racial and cultural diversity and avoid and resist racism.

When teaching children about marriage, the School takes care to reflect the world that the pupils live in. It recognises that marriage for same sex couples is part of the law of the country. It is sensitive to the needs of pupils in such cases.

We aim to do this in the following ways:

5(b) (i)

This is a key part of the life of a pupil here. Across the school, all children are given classroom responsibility. They visit the Deputy Head to share good work and behaviour. They receive stickers or house points for classwork homework or good behaviour. We hold achievement assemblies each week. Certificates and awards from both the school and external agencies are brought in and handed out.

At Prize Day, awards are given for academic achievement, effort and citizenship as well as achievements in sport, music drama and personal accomplishment. The PSHEE programme helps to develop the self-esteem, self-knowledge and self-confidence of the students.

Standard 5(b) (ii).

Stay on Green in JS and Yellow/Red Cards in US
School assembly programme

Standard 5(b) (iii).

Behaviour policy
Remembrance Day, Armed Forces Day
Sustainability group- eco group
School council
U6, 7 and 8 tour guides
Community walks
Rwanda project of sustained aid and support
Food banks
House meetings

Standard 5(b) (iv).

Visits both to and from public institutions
People who help us display
Hampstead walk including library museums, graveyards and parks

PSHEE
History and RS syllabus
School House system
Anti-Bullying Week

Standard 5(b) (v).
Assemblies, festivities, special weeks / days
Black History month, Diwali,
Elections and mock elections
CSI week and mock trial
Debating
International food day

Standard 5(b)(vi).
Mock election
PSHEE
School council
Roles in class nominated and voted for by pupils
RS curriculum
Jubilee / role of the monarchy

Standard 5(b)(vii)
Schemes of work monitored by Head
Speakers checked for content prior to speaking
Staff aware of standards via publication of SMSC guidelines and training

Standard 5(c)
The school takes a common sense approach to securing balance. Speakers and visits are planned on a whole school basis and are reviewed each year by the leadership team to ensure a balance of views. Where there is a possibility of partisan views the school will seek to present opposing views in the course of subsequent class teaching or in future visits.
Where promotional literature is viewed by the pupils, the school will always seek to provide a broad range of information presenting differing views.

Definitions

Spiritual Development

The 12 spiritual qualities the School aims to develop in its pupils are:

1. Self-awareness: Knowing what I believe in & value, & what motivates me
2. Spontaneity: Living in and being responsive to the moment
3. Being vision and value-led: Acting from principles and deep beliefs, and living accordingly
4. Holism: Seeing larger patterns, relationships, and connections; having a sense of belonging
5. Compassion: Having the quality of "feeling-with" and deep empathy
6. Celebration of diversity: Valuing other people for their differences, not despite them

7. Developing independence: Standing against the crowd, having one's own convictions
8. Humility: Having the sense of being a player in a larger drama, of one's true place in the world
9. Tendency to ask fundamental "Why?" questions: Needing to understand things and get to the bottom of them
10. Ability to reframe: Standing back from a situation or problem and seeing the bigger picture; seeing problems in a wider context
11. Positive use of adversity: Learning & growing from mistakes, setbacks & suffering
12. Sense of vocation: Feeling called upon to serve, to give something back

Moral development

National Curriculum Handbooks published in 1999 endorsed the findings of the National Forum for Values in Education and the Community that there is actually much agreement on moral values. Its statement had defined these values as:

"The self. *We value ourselves as unique human beings capable of spiritual, moral, intellectual and physical growth and development.*

Relationships. *We value others for themselves, not only for what they have or what they can do for us. We value relationships as fundamental to the development and fulfilment of ourselves and others, for the good of the community.*

Society. *We value truth, freedom, justice, human rights, the rule of law and collective effort for the common good. In particular, we value families as sources of love and support for all their members, as the basis of society in which people care for others.*

The environment. *We value the environment, both natural and shaped by humanity, as the basis for life and a source of wonder and inspiration."*

In practice, fostering the development of these values will involve:

- extending pupil's knowledge of the range of accepted values in society;
- Explicating distinctions between right and wrong and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions.
- Understanding that there are some questions to which there are no answers
- developing relevant skills and attitudes such as decision-making, self-control, consideration for others, having confidence to act with one's principles and thinking through the consequences of actions;
- promoting at an appropriate level, an understanding of basic moral philosophy and the skills of analysis, debate, judgement and application to contemporary issues.

Social development

This is important for our pupils because, to flourish as people, they need other people. The capacity to participate effectively in social life is crucial to wellbeing for individuals and communities. Devonshire House strives to encourage pupils to take responsibility, show initiative and to become confident and positive contributors to their community and effective users of its services and facilities according to their maturity.

The school itself is a social community which offers a model for living and working together, where pupils learn and experiment with the challenges and opportunities of belonging to a larger group. Pupils are encouraged to develop skills and personal qualities necessary for living and functioning in a multi-racial, multi-cultural society.

Cultural Development

To be "cultured" is generally understood as having the capacity to benefit from the received wisdom and practices of particular communities or groups. Within the curriculum there are opportunities to explore customs, icons and images, artefacts, music, painting, sculpture, dance and technology from a variety of cultures as well as verbal and literary resources.

There will also be opportunities to participate in celebratory events that mark key ideals and moments. Cultural education must also involve an understanding of the processes of cultural development and change and an appreciation of the global interdependence of different cultures. At Devonshire House we aim to:-

- Enable pupils to recognise, explore and understand their own culture
- Enable pupils to accept, understand and value cultural diversity by bringing them into contact with attitudes, values and traditions of other cultures; and avoid and resist racism
- Encourage an historical perspective by relating contemporary values to the processes and events that shaped them
- Enable young people to understand the evolutionary nature of culture and the processes and potential for change

Whole school approaches

Ethos

Although we strive for academic excellence, it is our primary aim to educate the whole child so that he or she can grow up to be happy and fulfilled. As Goleman et al (1995) have shown, happiness and the ability to think clearly and creatively are inextricably linked. We pride ourselves on having created an ethos at Devonshire House that encourages children to ask questions so that they can reflect on and make sense of the world in which they find themselves. The context for this, however, must always be one in which there is respect and consideration for others. The search is also encouraged to be a collective as well as an individual enterprise. We aim to give children the opportunity to enjoy exploring the world through their own and other cultures. Assemblies

Assemblies provide children with opportunities to reflect on ultimate questions.

Religious themes, especially festivals, may be included, but religious views, although taken seriously, are not assumed to be shared or imposed. Shared moral values, which nurture good relationships, taking an active part in society, commitment to human rights and preservation of the environment are the focus for our assemblies. Children are given opportunities to work together to create their own assemblies regularly and to use the expressive arts where appropriate. Assemblies may often have a multi-cultural dimension. Occasionally assemblies may reflect topical events, including national celebrations such as Remembrance Day. Sometimes, senior leadership may also use assemblies as opportunities for reinforcing the "Golden Rules", Early Years Learning Dispositions or "Code of Conduct" to improve levels of courtesy and respect for others within the school.

Relationships and role models

At Devonshire House, good relationships are encouraged at all times: this includes between pupils, between staff, between staff and pupils, staff and parents, and the school and the local community. This is made clear in information included in the staff and parent handbooks. Members of staff are expected, without exception, to be role models for the children in the respect they show to others and in their commitment to the school.

The enthusiastic support given by the parents to numerous activities and the excellent rapport between staff and parents is a feature of the school of which we are justly proud and seek to cherish. Links with the local community, such as the police who come in to talk to the children are also sought out and sustained.

Behaviour Policy

Devonshire House expects the highest standards of courtesy and behaviour from its pupils. Children are required to treat others with respect and consideration at all times. Details of the school's Behaviour Policy can be found in the staff handbook. "Golden Rules", Early Years Learning Dispositions and, in the Upper School, The Code of Conduct, are central to this policy. Particularly helpful and positive behaviour is highly praised and may be rewarded with house points. Bad behaviour is dealt with by using a variety of sanctions outlined in the Behaviour and Discipline Policy.

Extra- curricular activities

The considerable range of extra-curricular activities available provides the children with a wealth of opportunities to develop skills, explore new avenues of learning, participate in the expressive arts and enjoy being part of a team. The Christmas plays in the Junior School and the School Play are a regular highlight of the school year, as are the carol service, music recitals and sports' days. A Yoga club helps to broaden children's experiences of other cultures. The impact on children's spiritual, moral, social and cultural development as a result of their involvement in a range of these activities is extensive.

Subject contributions

At Devonshire House we believe that all subjects have important contributions to make to spiritual, moral, social and cultural education. Children are always encouraged to question, explore new ideas and express their own views. This must also be accompanied by consideration for others and a willingness to work in cooperation with their peers. Some subjects have particular contributions to make which result from their subject content. Examples are given below.

PSHEE

In PSHEE lessons, children reflect on the value of self-esteem and good relationships, the importance of teamwork and the responsibilities of living in society. Some issues discussed encourage consideration of the challenges of living in a multi-cultural society. Shared values are identified, but different views are also respected and valued. We aim to create active and responsible citizens for the future.

Religious Studies

This subject gives children an insight into the spiritual dimension in the lives of religious believers and an understanding of the links between religious beliefs and moral values. It also encourages children to reflect on ultimate questions for themselves and to express their own ideas about them. In RS, children are always urged to respect the beliefs of others. An understanding of the role of religion in society and the importance of belonging to communities is also gained. Although Christianity is the major religion studied, work on other religions including Judaism, Islam, and Sikhism raises awareness of other cultures, as does work related to festivals such as Diwali and Chinese New Year in the Early Years and Junior School.

English Literature

The texts chosen for study can provide numerous opportunities for pupils to explore and understand moral, social, cultural and spiritual issues: *Oranges in No Man's Land* testifies to the value of familial and cultural identity to give strength in adversity; *Lord of the Flies* focuses on spirituality, survival, relationships and adolescence; *Noughts and Crosses* explores perspectives and experiences through the lens of history; *Romeo and Juliet* explores love, conflict and relationships; *Wonder* engenders empathy and respect for those with disability and the value of their friendship. For younger children texts like *Ringo the Flamingo* address disability, and *Where has Grandpa Gone* consider grieving.

Pupils can be encouraged to reflect upon and discuss a wide range of issues. These can include ethical questions such as organ transplants, crime and punishment, prejudice etc.

Art, Drama and Music

Within the curriculum as well as outside it, these areas provide children with many opportunities to experience cultural diversity. In Art, for example, as well as

studying the styles of European artists over the centuries, work is done on Aboriginal art and Islamic art. In Music, similarly, music from many different parts of the world is studied as well as learning traditional British folk songs and studying the development of Western European musical forms. In Drama, many social and moral issues are a focus for projects. In all the expressive arts, including Dance, children are encouraged to reflect on what they see and hear so that they can express themselves with confidence and enthusiasm.

Other examples

Many other examples of contributions to Spiritual, Moral, Social and Cultural education can be identified in the work done in subjects not specifically mentioned above. For example, in French, and in Mandarin for Year 4 and 5, children experience many aspects of another culture as well as learning the language. In PE and Games they learn the benefits of teamwork and keeping rules. In Geography and Science they are alerted to environmental issues. In Maths they are exposed to aspects of economics education. Details can be found in every subject's scheme of work and in development plans often annotated as FBV.